

Introduction



This document is designed to portray the curriculum intent and purpose; implementation and pedagogy; breadth and specifics of knowledge taught and progression of key concepts of schools within The Circle Trust. Our curriculum, based on the National Curriculum (2014) is planned to reflect our vision:

The Circle Trust believes that **all children and young people deserve to have an excellent well-rounded education and to flourish in first rate schools with the best teaching, the best facilities and the most up to date resources made available to them.**

The purpose of this document is to provide a clear and coherent rationale that is accessible to and understood by all involved in the education of our pupils.

For each curriculum subject, we have included the following elements, where applicable:

- Subject intent and purpose (what do we aim to achieve within this subject)
- Subject implementation and pedagogy (how we teach this subject)
- Key concepts (what key ideas we want to develop as children progress throughout the school)
- Subject content spine (an overview what knowledge content is being taught within each academic year)
- Progression maps (what development in the key concepts looks like for each year group)
- Knowledge Organisers (what is explicitly taught in each unit of work)

This curriculum coverage overview and details aims to allow all pupils to access the content and make progress throughout their time at school.

Curriculum Commitment



Curriculum Commitment



At The Circle Trust, we firmly believe that it is our duty to offer a holistic approach to the education we deliver, and we do this by driving five key competencies across our schools: **CORE**; **CURRICULUM**; **CULTURE**; **CHARACTER** and **COMMUNITY**.

We take pride in developing outstanding teaching and learning by holding the highest expectations for all our pupils and knowing the pupils well so that every child can access and experience success in both the **CORE** and foundation **CURRICULUM**.

Our aim is to create an inclusive environment where barriers to learning are overcome via strategies, targeted interventions or additional support giving full access to the curriculum for all. Our pupils' success will be recognised through increased independence and confidence in the classroom as well as being equipped for adulthood and the wider world.

The curriculum is ambitious, progressive and equitable; however, it is not at the expense of a full curriculum and not solely focused on end of Key Stage results.

We foster independent learning, and our carefully planned curriculum opens the doors on all sorts of opportunities, resulting in children who are highly-motivated, creative and enthusiastic in all that they do. Through real-life and connected learning in the classroom and outdoors, our children gain knowledge and become effective problem solvers.

We believe that magic happens at the intersection of knowledge and skills. Our pupils will need the essential knowledge and be able to apply this in order to be successful, educated citizens of the future.



Curriculum Commitment



Our curriculum opens the doors on all sorts of opportunities, resulting in children who are highly-motivated and enthusiastic in all they do.

Our role is to introduce our pupils to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

Our **CULTURE** is based upon offering equitable challenge to all so that they strive for academic, creative, emotional, sporting and personal accomplishment within a broad, vibrant and enriched curriculum. Our vision is for all pupils is to leave our school as life-long learners with the knowledge, concepts, skills and attitudes that make them ready for being responsible citizens of the 21st century.

We hope that our school values of **Being CARING**, **Being COURAGEOUS** and **Being CREATIVE** will enable pupils to develop a personal ethic and a moral attitude that will positively affect behaviour. Our aim is to equip them with the skills needed for successful lives both now and in the future and contribute positively to society.

We firmly believe that **CHARACTER** attributes are vital to future success and by promoting mental wellbeing, growth mindset and character education, our pupils take ownership of and responsibility for their learning and are confident; curious, communicate well, capable of doing new things and are not frightened to make mistakes.

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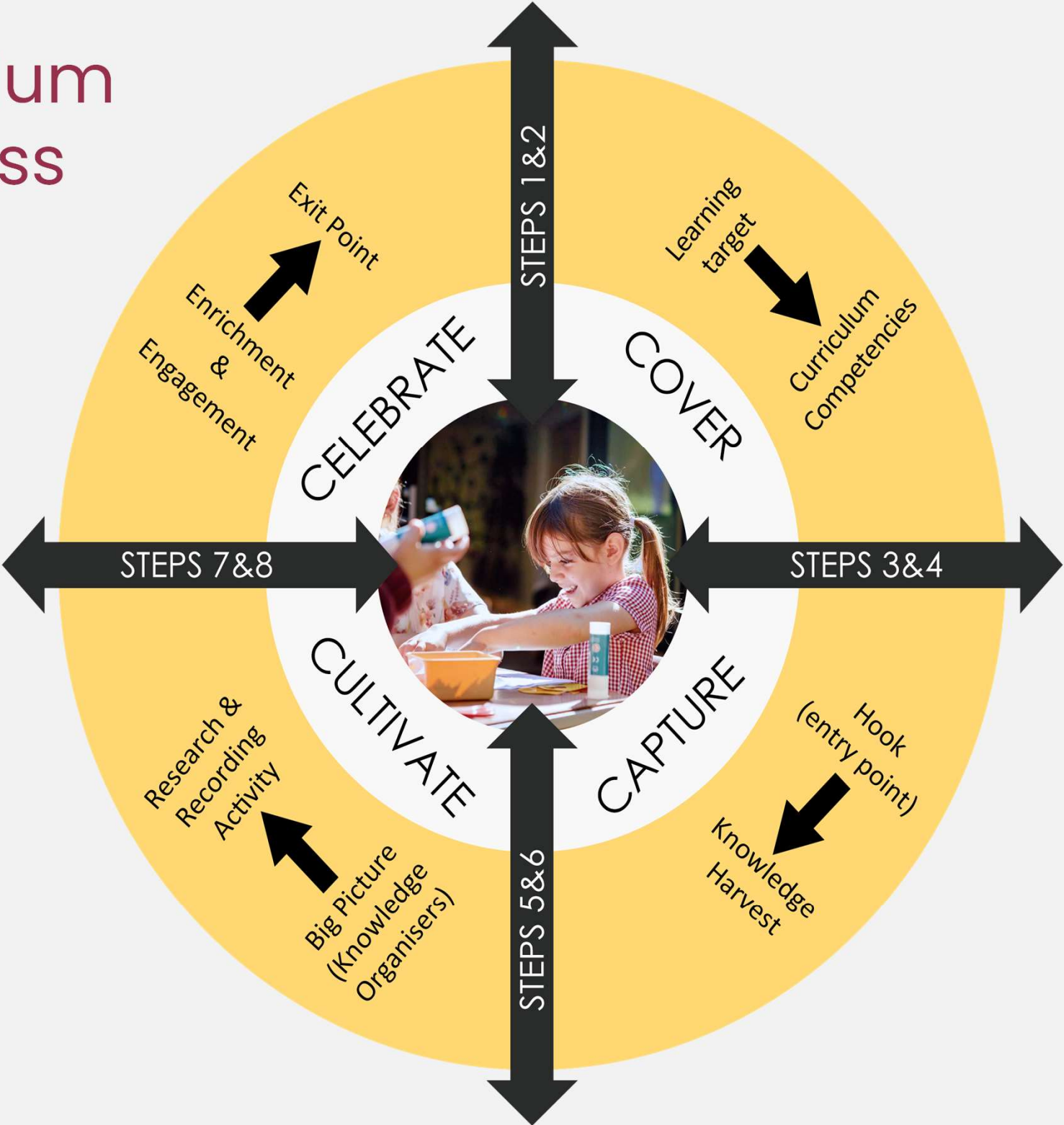


Curriculum Compass

Our Curriculum Compass portrays the expectation when planning and implementing a unit of work, and should ensure that all children engage in exciting and meaningful learning activities which will help deepen their understanding of concepts being introduced and revisited.



Curriculum Compass



Curriculum Compass



Learning Target	<p>This relates to the knowledge and skills that children will cover during the topic and is based upon the progression framework. Knowledge refers to the factual information that children must learn. Skills refer to the things children are able to do. Skills must be learned practically and need time to be practiced. Magic happens at the intersection of knowledge and skills and that is when children begin to develop their understanding of conceptual ideas, the 'lightbulb' moments that we all strive for.</p>
Curriculum competencies	<p>We firmly believe that it is our duty to offer a holistic approach to the education we deliver, and we do this by driving five key competencies: CORE, CURRICULUM, CULTURE, CHARACTER and COMMUNITY.</p>
Hook (entry point)	<p>The entry point is an activity for children that begins each unit of work and provides an exciting introduction to the work that is to follow. Entry points can last from one hour to a week, depending on the age of the children and the appropriateness of the activity.</p>
Knowledge Harvest	<p>The knowledge harvest takes place in the early stages of the unit and provides an opportunity for children to reveal what they already know about themes they are studying. This bank of knowledge can be added to, developed and even challenged by the teacher, throughout the course of the topic</p>
Big Picture (knowledge organisers)	<p>This provides teachers and pupils with the subject-based background information, key vocabulary, knowledge, skills and key facts to be taught within each topic</p>
Research Activity	<p>Each topic will have a research and recording activity. Research always precedes recording activities. During research activities, children use a variety of methods and collaborate to find out a range of information. There is not a reliance on worksheets. The majority of all work should be practical.</p>
Recording activity	<p>Children interpret the learning they have researched and have the opportunity to demonstrate, share and explain their learning in different ways. There is not a reliance on worksheets.</p>
Enrichment/ Engagement	<p>Enrichment and engagement have two main purposes. The first being to bring learning to life and immerse children in their learning and the second, to engage with parents so that they are aware and can celebrate the learning that has taken place.</p>
Exit Point	<p>The exit point pulls together the learning that has taken place and gives the opportunity to celebrate.</p>

Curriculum Pedagogy

A Common Language for Teaching

The EEF suggest a 'Five-a-Day' approach as a starting point for classroom teaching of all pupils. These five specific principles, as detailed here, are particularly well evidenced to have a positive impact on the teaching outcomes of all pupils, including those with SEND.



Curriculum Pedagogy

1	Explicit instruction	Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice
2	Cognitive and metacognitive strategies	Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.
3	Scaffolding	When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.
4	Flexible grouping	Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.
5	Using technology	Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

EYFS

Introduction

Communication
and Language

Personal, Social
and Emotional
Development

Physical
Development

Literacy

Mathematics

Understanding
the World

Expressive Arts
and Design

